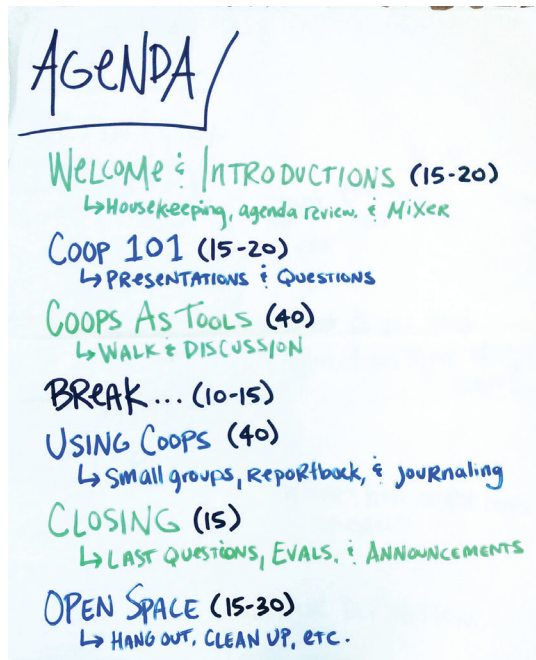# AGENDAS
TOOL

Sample schedules provided below are targeted for traveling educators requiring a seasonal schedule for instructors leading a semester long class of weekly meetings, and for a group of people gathering for a single weekend retreat. The curriculum can be broken up in many other ways that suit your unique goals and time requirements. Single curriculum elements can also be used as stand-alone workshops.

Post a simple agenda in the space for participants to refer to during each of your trainings. A simple but informative agenda includes a list of the items to be covered (e.g. "Coop 101"), each item's format (e.g. Presentation), and the planned time (e.g. 15-20 minutes). The sample agendas provided below target important details for inclusion.

BREAKS

Providing participants some personal time away from the curriculum and group experience typically ranges from nice to necessary. Suggestions for timing breaks are included at the beginning of each agenda in lieu of writing them in the agenda. You may also ask for group input on the need and the timing for break/s when the agenda is first shared.

SEASONAL SCHEDULE

These agendas were created for traveling educators in agricultural regions where schedules need to navigate planting and harvest times. An initial part of the curriculum is presented in a three hour session during the Summer with an intensive, full day session during the Winter. Due to the time that elapses between sessions and the reality that some participants will only attend one session, a Cooperation 101 refresher is included in the second session. Each section is possible in the stated time by picking only one activity from within that section to present.

SUMMER WORKSHOP (3 HOURS)

Have the group break one or two times throughout this exercise. If choosing to use one break, a 10-15 minutes break is recommended between Step 3 and Step 4.

1. Welcome & Introduction (15-20 minutes)
2. Cooperation 101 (15-20)
3. Coops As Tools (40)
4. Using Coops (40)
5. Bringing it All Together (15)
6. Open Space/Hang-Out (~30)

WINTER WORKSHOP (8 HOURS)

A one hour meal break is essential for this exercise. Breaks are recommended, at least, after Steps 3 or 5 or before Step 8.

1. Welcome & Introduction (15-30)
2. Cooperation 101 Review (15)
3. Demystifying Development (45)
4. What's Your Process? (45)
5. Organizing Your People (75)
6. Storytelling (15-30): Sharing personal cooperative development visions and plans
7. What's the Plan? (120)
8. Bringing it All Together (15)
9. Cooperative Development Workshop (Optional, 60)
   - ◄ Those interested in workshopping their personal cooperative development visions are encouraged to stay to discuss their efforts with the educator with the goal of obtaining relevant resources and beginning a mentoring relationship with the educator.

SEMESTER SCHEDULE

The semester curriculum includes eleven individual sessions ranging from one and one-half to two hour classes. These classes can also be incorporated into a weekly format outside of a formal institution of education (e.g. weekly community study group). Some of the discussion classes can be expanded to explore assigned readings or multi-media resources instead of discussing the previous class activity.

1. Beginning the Work
   - ◄ Video Screening: "Cooperative (n.)" (http://www.youtube.com/watch?v=VmgYv3K3gMY)
2. Cooperation 101
3. Coops As Tools
4. Using Coops
   - ◄ Outside Class Work -
     - ⬧ Journaling Reflection: How could a cooperative impact your life or community?
5. Discussion Section
   - ◄ Topics: "Using Coops" Journaling Reflection & Reading
6. Demystifying Development
7. What's Your Process?
8. Organizing Your People
9. Discussion Section
   - ◄ Topic: Review of "Organizing Your People" OR Outside Class Reading
10. What's the Plan?
11. Discussion Section
    - ◄ Topic: Review of "Writing Your Plan" OR Outside Class Reading
12. Bringing It All Together

RETREAT SCHEDULE

Each session averages ninety minutes. Combining two 90 minutes sessions with a 30 minute break between mealtimes is recommended. Without additions, this curriculum satisfies a weekend retreat schedule - though, depending on the group's size and background knowledge, some activities may need to be abbreviated. Extra readings or activities will optimally require a commitment of three full days. Be sure to plan additional check-ins and breaks throughout the schedule to maintain energy and engagement - see "Welcome & Introduction" for more facilitation game resources.

1. Beginning the Work + Cooperation 101
   - ◄ Video Screening: "Cooperative (n.)" (s.coop/cooptedx)
2. Coops As Tools
3. Using Coops
4. Demystifying Development
5. What's Your Process?
6. Organizing Your People
7. What's the Plan?
8. Bringing It All Together
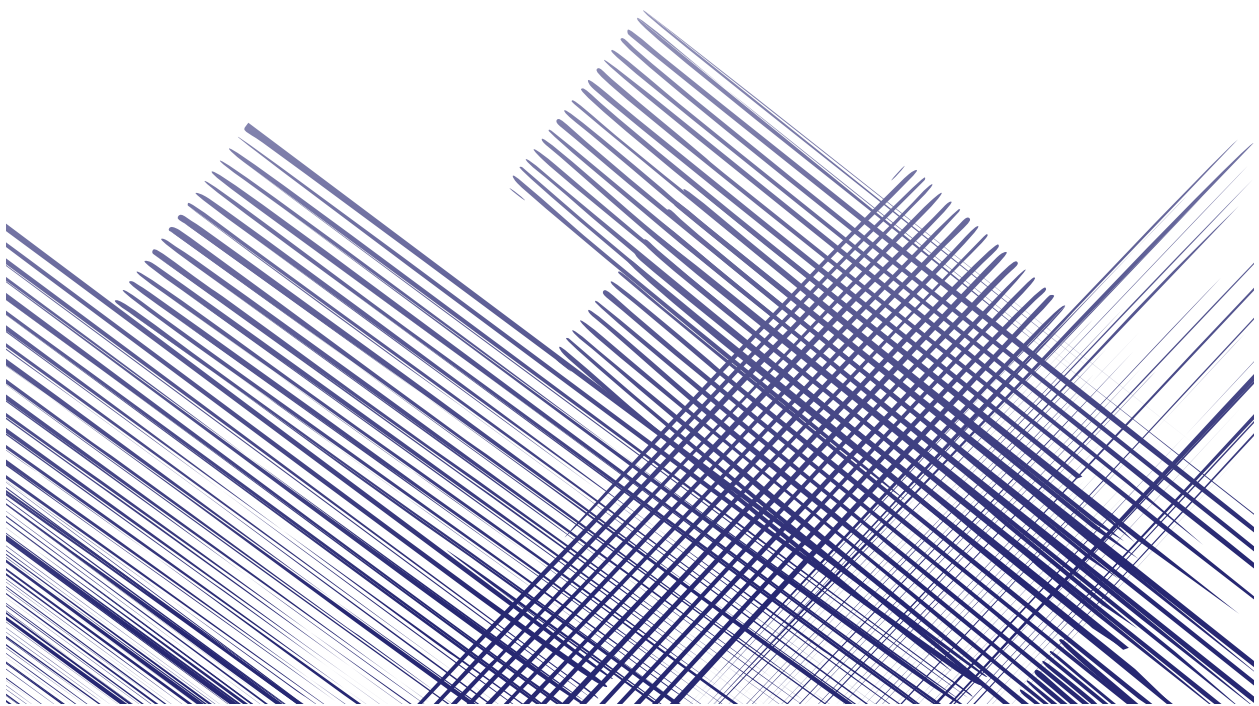
ACCESIBILITY CHECKLIST
TOOL

OVERVIEW

The following checklist tool for assessing accessibility of a training is by no means exhaustive. It was created by trainers within the Northcountry Cooperative Foundation's Traveling Cooperative Institute program after looking for a tool of this type and not finding one that satisfied our needs. The checklist invites you to consider the accessibility of the physical space, the logistics (e.g. timing, promotion) of the event, the content type and delivery format, as well as several miscellaneous but still important elements (e.g. food and water provision).

SPACE

- **LIGHT:** Ensure there is natural light in the room (e.g. no basements!); if natural light isn't possible, make sure time to go into natural light is scheduled for trainings over one hour
- **BATHROOMS:** Bathroom and bathing facilities need to be gender inclusive - either create gender neutral bathrooms or some mixture of other inclusive and safe arrangements (e.g. 1 Male & 1 Women/Trans/Femme bathroom) ; You may need to make your own signs to post over existing bathroom signs (i.e. DIY that ish)
- **SEATING:** Endeavor to provide comfortable or a diversity of seating options (i.e. folding chairs such for long periods of time)
- **TEMPERATURE:** Try to pick spaces in which you have control over the temperature - check in with people about their comfort
- **NOISE:** Spaces that are echo-y or can't block outside noise in them are best avoided
- **MOBILITY:** Pick a space that is accessible for those with limited mobility (e.g. wheelchair users); Indicate mobility access details in promotion for the training
- **SIZE:** Pick a room that has enough space for the group to move within and also for some diversity in where attention is focused and where work happens (i.e. avoid a single point of focus, keep energy and focus moving around the room)

LOGISTICS

- **TIMING:** Every hour of the day is during someone's work shift, be mindful of whose workshifts you are conflicting with when scheduling your event as they likely can't attend
    - Check in with your community calendar so you don't conflict with other important events
- **COST:** If possible, make your training costs sliding scale to ensure that cost is not a prohibitive factor for anyone
    - If the training requires travel for some folks, endeavor to provide travel stipends and mention the stipends clearly in all training promotion
- **PROMOTION:** Be mindful of where you promote the event, what languages you use, etc.
- **TRANSIT:** Try to pick a location accessible via public transit and with parking options for cars and bikes
- **DIRECTIONS**: Publicize transit information when you promote the training; Make signs at the training location to direct people to the right room

CONTENT

- **BREAKS:** Ensure you take breaks at least every 90 minutes; Breaks should be long enough for participants to use the bathroom, stretch, make a call, etc.; Endeavor to pick a location that has space outside of it in which breaks can be taken; Don't co-opt breaks because content didn't get covered in the scheduled time (i.e. Breaks are necessary for learning!)
- **ANTI-OPPRESSIVE FRAMEWORK:** Operate from an anti-oppressive framework as a trainer - educate yourself on what this means!
  - If this is true for your location, name that you are on land stolen from indigenous people (research the exact peoples)
  - When providing guidelines for participation, be explicit around why some guidelines are necessary (e.g. "Make Space & Take Space" is necessary because…)
  - Offer "Challenge by Choice" (i.e. allow folks to choose to participate or not in each activity)
  - Have boundaries about what training you can offer given the space and time restrictions - say "no" to doing a training if the context for it won't be accessible or safe
- **IDENTITY:** Provide an opportunity for participants to share whatever about their identity they feel is important to fully participate; This is a vital space to create for folks to share their Preferred Gender Pronouns - encourage that sharing by modeling it as the trainer
- **NEEDS:** Provide an opportunity for participants to share whatever it is they may need to fully participate (e.g. someone has to leave early, someone has difficulty hearing)
- **MOVEMENT:** Incorporate movement of some kind (for those who are able) to keep bodies open to learning
- **LEARNING STYLES:** Try to provide visuals for visual learnings, integrate play to aid in application of the material
- **CONCLUSION:** While many learning processes and conversations are ongoing, provide a clear ending activity or go-around to close out a training so folks leave with some sense of accomplishment

MISC.

- **TECH:** Make sure you have your technology figured out ahead of time, don't waste training time fiddling with cords, internet, etc.; Don't mess with your personal phone or other technology during training
- **FOOD:** Providing snacks for trainings over 90 minutes; Ensure a multitude of food options are available (e.g. vegetarian, gluten free); Share in promotion if food is provided or not
- **WATER:** Make some potable water (and cups) available throughout the training or event; Beyond cool water, hot water for tea/coffee is ideal; Encourage participants to bring water bottles
- **LANGUAGE:** Be clear about what languages you are able to offer the training in, if there is interpretation, and if you welcome simultaneous interpretation (if an attendee wants to bring their own interpreter)
- **VISUALS:** Are poster and other visuals large enough to be seen by everyone in the training space